Lewisville Independent School District

Hebron High School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data:

District goals/District Improvement Plan

Accountability Data:

Texas Academic Performance Report (TAPR) data

Student Achievement Domain

Student Progress Domain

Closing the Gaps Domain

Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Accountability Distinction Designations

Federal Report Card Data

Student Data: **Assessments**

STAAR End-of-Course current and longitudinal results, including all versions

SAT and/or ACT assessment data

Observation Survey results

Student Data: **Student Groups**

Male/Female performance, progress, and participation data

Special education/non-special education population including discipline, progress and participation data

Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

STEM/STEAM data

Dyslexia Data

Response to Intervention (RtI) student achievement data

Student Data: **Behavior and Other Indicators**

Completion rates and/or graduation rates data

Annual dropout rate data

Attendance data

Mobility rate, including longitudinal data

Discipline records

Student surveys and/or other feedback

School safety data

Employee Data:

Professional learning communities (PLC) data

Staff surveys and/or other feedback

State certified and high quality staff data

Campus leadership data

Campus department and/or faculty meeting discussions and data

Evaluation(s) of professional development implementation and impact

T-PESS data

Parent/Community Data:

Parent surveys and/or other feedback

Community surveys and/or other feedback

Support Systems and Other Data:

Communications data

Demographics

Demographics Summary

School Profile: Hebron High School serves 2790 students in grades 10-12.

School Demographics: 13.3% African American, 19.8% Hispanic, 34.9% White, 27.8% Asian, 0.0% Pacific Islander, and 4.0% Two or More races. Additionally, 26.7% At-Risk, 21.0%. Economically Disadvantaged, 7.2% English Language Learners, and 9.1% Special Education. Hebron has a mobility rate of 8.6%. 2019-20 TEA- Report Card.

School Summary Statistics: Hebron High School's annual graduation rate was 96.4%, the dropout rate was .06%, and the attendance rate was 96.1% for the 2019-20 school year.

Hebron High School has a staff of 188.03, 156 are teachers. 14.2 is the average number of years of teaching experience and 8.8 is the average number of years of teaching experience in LISD schools.

Teacher Demographics: 6.7% African American, 6.0% Hispanic, 82% White, .6% American Indian, 1.6% Asian, .1% Pacific Islander, and 1.5% Two or More Races. Males make up 43% of the faculty, and Females make up 57%.

Demographics Strengths

HHS has a high graduation rate: 96.1% and a low dropout rate of 0.6%.

2. HHS has an engaged faculty, numbering 188, who bring a wealth of diverse backgrounds and experiences to our students. The average number of years of teaching experience is 14.2 and the average number of years teaching in LISD is 8.8. The staff spends an average of 74.2 hours in ongoing professional learning activities.

3. HHS has a diverse student population totaling 2790 students in grades 10-12. School Demographics: 13.3% African American, 19.8% Hispanic, 34.9% White, 27.8% Asian, 0.0% Pacific Islander, and 4.0% Two or More races. Additionally, 26.7% At-Risk, 21.0%. Economically Disadvantaged, 7.2% English Language Learners, and 9.1% Special Education. Hebron has a mobility rate of 8.6%.

4. HHS has a high daily attendance average of 96.1%.

5. Students at HHS are engaged in the school environment. 43% participate in athletics, 48% participate in fine arts, and 65% of the students participate in a club or student organization.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our teaching staff demographics do not align with our student demographics. **Root Cause:** We need to continue to work on hiring and retaining diverse teaching staff.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in 4 state accountability areas. For the 2019-20 school year, Hebron earned an A (90-100) for exemplary performance by servingmost students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success incollege, career, or the military.

1. Student Achievement: 94.

2. School Progress: 84.

3. Closing the Gaps: 87.

4. Overall: 92 (A).

5. On the 2019-20 STAAR, the campus was not rated. Declared a state of disaster.

6. College, Career, or Millitary Ready: 80.7%

7. Average SAT score: 1206

8. Average ACT score: 25.1

9. Dual credit course completion: 48.9%

10. Graduates enrolled in a TX institution of Higher Ed: 64.3%

Student Learning Strengths

1. Hebron HS has a very high graduation rate of 96.4% and a low drop-out rate of 0.6%.

2. 62% of our students are enrolled in AP, PAP, or Dual Credit courses.

3. The average combined SAT score is 1206. The average combined ACT score is 25.1.

4. 92% of our students attend college, and 90.7% feel well-prepared for their future.

5. For the 2019-20 school year, Hebron earned an A (90-100) for exemplary performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Special Education and ELL students scored below the yearly targets in the CCMR related indicators from 2019-20. **Root Cause:** We need to work on scheduling our SPED and ELL students in coherent CTE sequences.

School Processes & Programs

School Processes & Programs Summary

In conjunction with the Career Centers, HHS offers our students the opportunity to begin learning about and training for various career fieldssuch as medical, audio video projection, welding, cosmetology, criminal justice, auto collision repair, etc. Students in this program spend their mornings or afternoons off campuspreparing to embark on any of these careers.

Students have the opportunity to take dual-credit classes through Collin College (CC). These courses are taught either on the HHS campus by CC professors, or at CC campuses.

For those students looking for more of a challenge, HHS offers a wide variety of Pre-AP and AP courses. The AP courses all culminate in a test that, if passed, can count towardcollege credit, depending on the college or university selected. Additionally dual credit courses are available for those students who wish to gain college credit whilesimultaneously earning their graduation credits as well.

In the April 2019 Senior Survey, 92% of our students indicated that they planned to attend college, 3% planned to enroll in the military, and 6% planned to work full time. 93% ofour students felt well-prepared for their future, and 93% were satisfied with their experiences in LISD.

Students at Hebron High School have a wide selection of organizations that they can participate in. 51% participate in athletics, 44% in fine arts, and 65% participate in a studentclub or organization.

HHS offers numerous professional learning opportunities for our staff. These are provided through the district and through campus-wide initiatives such as "Power Up Tuesdays" (P.U.T.) and localized book studies. The staff spent a total number of 11,901 hours developing their job skills in professional learning last year. This was an average of 56.7 hoursper person.

School Processes & Programs Strengths

1. PSAT Team and SAT/ACT Prep Classes allow students to strengthen their standardized testing skills thereby creating opportunities to enter a college or university of theirchoosing.

2. Teachers provide tutoring opportunities after school Tuesday-Thursday. HHS offers a late bus for students who do not have transportation.

3. Meaningful training for new teachers and new-to-campus faculty, including assigning mentor teachers to provide assistance.

4. Use of an advisory bell schedule, enables students the ability to participate in clubs and organizations during the school day.

5. Embedded remedial courses for EOC exams and Credit Recovery courses for students after school.

6. 55% of HHS students participate in AP, PAP, or Dual Credit Courses.

7. The staff participates in ongoing meaningful professional learning throughout the year on "Power Up Tuesdays", District/Campus Staff Development Days, and through avariety of virtual and in-person books studies and activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 88% of students feel that the school values individual culture and needs. **Root Cause:** The campus needs to work on the campus culture and specifically student input and inclusivity.

Perceptions

Perceptions Summary

Hebron High School creates a positive culture and climate with the faculty, students, and local community. We recognize all accomplishments, whether individual or as a group,athletic or academic, through pep rallies, newsletters, daily announcements, SkyWard, SkyAlert, and all social media outlets.

Administration is focused on guiding our teachers in the classroom to have the most productive instructional strategies, build connections and relationships with students, anddevelop the necessary skills to be successful in the digital age. Our goal is always success for every student. All means all.

Because HHS is a high-achieving campus in terms of academics, the arts, and athletics, we believe it is important for each student to have a niche into which they fit, excel, andbelong. Research tells us that students who feel a part of the campus and campus life are more likely to be successful.

Continuing the use of CANVAS this year, students and staff will be engaged in adapting and refining their lessons and learning to this online platform. Students will alsocontinue to work on their future readiness through college and career readiness.

Perceptions Strengths

Team building activities provided to all staf during designated professional learning days.

Cultural Proficiency activities and reflection embedded into designated professional learning days.

Individualized trainings available to staff during "Power Up Tuesdays" and with the campus Technology Facilitator.

Student, staff, and community surveys taken and utilized in the creation of campus activities and development.

Recognizing staff and student accomplishments through announcements, assemblies, faculty meetings, and social media outlets.

Spirit Days throughout the year to encourage school spirit and promote a sense of ownership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lowest question on the staff Panorama survey, indicated a 29% favorable rating regarding teacher input on major campus decisions **Root Cause:** The campus needs to work on getting teacher input through a variety of sources.

Priority Problem Statements

Goals

Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

Performance Objective 1: Board Goals:
* HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
* HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
* HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
* Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:
* Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
* Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
* Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
* Utilize readiness dashboard to identify and target students for readiness as the campus level
* Provide support to campuses in creating intervention programs for summer 2021 and beyond

DIP Goals:
* Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
* Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
* Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
* Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School will support students in all of our specialized programs; Special Education, 504, ESL, as well as students identified through our Response to Intervention Program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We hope to provide a seamless transition for the 9th grade students coming to 10th grade, as well as support and identify students who need additional assistance and support as it relates to their historical data academically, emotionally, mentally, or physically. **Staff Responsible for Monitoring:** RtI Coordinator (Assistant Principal), Counselors, Testing Coordinator, and Administrators. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Hebron High School Administration and Counseling teams will review student achievement data and student discipline data at each 3-week grading mark.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We will identify any students who need specialized programs, RtI, or additional remediation supports. Additionally, we will coach teachers who are experiencing high failure rates. **Staff Responsible for Monitoring:** Administrators and Counselors. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Hebron High School will continue to monitor student performance on STAAR EOC assessments, as well as student's individual coursework achievement in order to provide appropriate tutoring support, remediation efforts, credit recovery, and summer school opportunities for those who were not successful.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide opportunities for students who were not successful to have all the resources they need to **Staff Responsible for Monitoring:** Counselors, Administrators, Testing Coordinator, Teaching staff, Credit Recovery teachers, and Special Populations staff. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Hebron High School will continue to collect classroom instructional data through TREND walk-throughs, teacher STRIVE walk-throughs, and teacher STRIVE observations. **Strategy's Expected Result/Impact:** Hebron High School Administrators will use the different data sources to drive conversations with Department Chairs, content specific teams, and individual teachers. **Staff Responsible for Monitoring:** Administrators. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

Performance Objective 2: Student Learning I Statements:

* I ensure learning is based on defined standards.
* I model lifelong learning.
* I create an environment optimal for learning.
* I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School teachers will have 1 professional goal in STRIVE that reflects Cornerstone 2: Student Experience in their classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student data collected through student surveys will reflect a positive response involving their experience in courses this year. **Staff Responsible for Monitoring:** Administrators and Teaching staff. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				
Strategy 2 Details	Reviews			
Strategy 2: Hebron High School will build in a "hands-on" experience for teachers during professional learning and faculty meetings regarding ESL strategies, AVID strategies, technology integration, and book talks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We will ensure that all staff members are exposed to a variety of teaching strategies throughout the year that may be transferred to classrooms to enhance student learning. **Staff Responsible for Monitoring:** Administrators, ESL Liaison, AVID teachers, Technology Facilitator, and teaching staff. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: Cornerstone 2/ Student Experience

A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: Board Goals:
* Ensure students are college and career-ready based on LISD readiness indicators
* Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:
* Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
* Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
* Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:
* Complete all campus emergency drills and scheduled safety and security audits
* Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
* Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
* Ensure all students receive support and guidance from a counselor through a minimum of two touch points
* Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
* Identify and utilize performance tasks at specific grade levels and content areas
* All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

 Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School will continue to use our advisory time (11:15-11:50) a minimum of 2 days per week to provide SEL programming, state counseling mandates, campus procedures, academic information, clubs and organizational opportunities, and content related specifically to college and career readiness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be informed on all of the academic programming, daily operations, extra-curricular opportunities, college and career readiness, and have the information necessary to gauge their interpersonal well-being and mental health. **Staff Responsible for Monitoring:** Advisory Committee, Counselors, Administrators, SEL Liaison, and Club Sponsors. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Hebron High School Administration will monitor the Edugence dashboard in order to assess Hebron students in the areas of attendance, academics, and discipline.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The data will allow Hebron Administrators to monitor and identify students who need individual mentoring and support. **Staff Responsible for Monitoring:** Administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Hebron High School will continue to practice safety drills, review student survey data regarding student safety, and discuss student related safety concerns with the student body in order to ensure that our students feel safe on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We expect to see a decrease in the campus student survey percentages regarding the students opinions and perceptions related to disrespect of one another, bullying, and school violence. **Staff Responsible for Monitoring:** Administration, Counselors, Campus SRO, Professional Learning Committee, Teaching Staff, and Support Staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: On non- pep rally Fridays, Hebron High School will continue to offer a wide variety of clubs and organizations for students to join. Including athletics, fine arts, academic UIL, and a wide range of student interest organizations. **Strategy's Expected Result/Impact:** We want to see over 70% of our student body engaged in at least one extra-curricular organization at Hebron High School. **Staff Responsible for Monitoring:** Administration, Counselors, Teaching Staff, and all organizational sponsors. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Cornerstone 2/ Student Experience

A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: Student Experience I Statements:

* I create safe and inclusive opportunities.
* I nurture each learner as an individual and as a citizen of the community.
* I seek and encourage talent development.
* I collaborate, communication, and persevere.
* I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School will continue to implement professional learning for staff that involves relationship building with all of our students and their families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: At Hebron, we want all of our students, families, and staff to feel like they have the resources and skills necessary to build healthy relationships that positively contribute to the school culture. **Staff Responsible for Monitoring:** Administration, Counselors, Teaching Staff, and Support Staff. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Hebron High School will be dedicated to providing quality social emotional support to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus student survey results will increase in regard to how students feel about their interactions with our counseling team. Opinions concerning SEL advisory lessons will increase, and overall student well-being will increase. Access to the SAC counselor will increase. **Staff Responsible for Monitoring:** Lead Counselor, Counseling team, SEL facilitator, SAC counselor, and College/Career Readiness Counselor. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Hebron High School will conduct two student surveys (Fall/Spring) to gain insight on student safety, school culture, academic support, and involvement opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The surveys will provide data and insight on our students' experience and any needed adjustments for the year. **Staff Responsible for Monitoring:** Administration and Counselors. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Hebron High School will continue to recognize students through: HHS Student of the Month, Lewisville Rotary Student of the Month, Hawk Awards, National Merit Finalists, Positive Referrals, and all other students obtaining awards through athletic, academic, and fine arts extra-curricular endeavors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hebron High School will increase our social media postings and presence through the recognition of all of our students. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Cornerstone 3/ Resource Stewardship

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: Board Goals:
* Review and implement agreed upon findings from current and future internal audit reports when completed
* Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:
* Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
* Develop short-term and long-term calendar of various efforts

DIP Goals:
* Maximize the use of technology investment and resources to enhance student learning and experience
* Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
* Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details			Reviews	
Strategy 1: Hebron High School will continue to support new teachers to the campus and new teachers to the profession through a strong campus mentorship program. **Strategy's Expected Result/Impact:** Hebron High School will retain a greater percentage of teachers. **Staff Responsible for Monitoring:** Administrators, Counselors, and Campus Mentor Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Cornerstone 3/ Resource Stewardship

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: Resource Stewardship I Statements:
* I embrace innovation with a flexible, relevant, and solution-oriented mindset
* I have a mind for practicing efficient use of resources
* I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School Administrators will monitor papercut, departmental spending, and other district resources in order to maximize our financial sources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Limit unnecessary spending, duplicate expenditures, and develop processes that maximize the resources given to the campus. **Staff Responsible for Monitoring:** Administration, Bookkeeper, Campus staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Hebron High School will encourage staff to apply for Castle Hills Grants, LEF Grants, and other Grants available to public school teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase outside funding to enrich the classrooms at Hebron High School. **Staff Responsible for Monitoring:** Administration, Bookkeeper, and Campus Staff. **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Hebron High School will partner with instructional facilitators, technology facilitators, and district curriculum experts in order to support student-centered learning and innovation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hebron High School will increase student engagement through the use of				

greater technology integration, Canvas, and curricular supports.
Staff Responsible for Monitoring: Administration, Department Chairs, and Teaching Staff.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF**
Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Cornerstone 4/ Community Engagement

We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: Board Goals:
* Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
* Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:
* Administer surveys to various groups to gain feedback
* Hire a consultant for a new Strategic Planning process
* Increase opportunities for authentic stakeholder engagement and measure engagement levels
* Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
* Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:
* Increase student participation in job-embedded learning opportunities and engage with local businesses
* Conduct student survey to obtain feedback on schoolwide experience and campus culture
* Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
* Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
* Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

> **Evaluation Data Sources:** attendance records, views, and shares
> surveys, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School will partner with Hebron 9th Grade Campus, local business, student groups, and the community for our 3rd Annual HawkFest cultural celebration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: HawkFest is a cultural celebration designed to showcase all of the different cultures and diversities on our campus. **Staff Responsible for Monitoring:** HawkFest Committee, Administration, Counselors, and Student Organizations/Sponsors. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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Performance Objective 2: Community Engagement I Statements:

* I go above and beyond to serve
* I seek out accurate information to represent my classroom
* I communicate with all stakeholders to understand diverse perspectives
* I actively involve community partners in campus and district initiatives

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: Hebron High School will engage our parents and community through a variety of parent education nights on campus and through virtual platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hebron High School will provide parent education programming on college and career readiness, financial aid, drug and alcohol awareness, and social/emotional support. **Staff Responsible for Monitoring:** Administrators, Counselors, SEL facilitator, and SAC Counselor. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			

Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.
 	
Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.
 	
Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.
 	
Failure rates will be used to identify students' needs, and students at risk.
 	
Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.
    Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement
    Staff Responsible for Monitoring: All staff
 	
    Title I Schoolwide Elements: 2.4, 2.6
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

    Evaluation Data Sources: Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.	**Formative**			**Summative**
A process is used to refer students with excessive absences to the counseling and/or health services departments.	**Nov**	**Jan**	**Mar**	**June**
Truancy charges are regularly filed when appropriate.				
Parent notification is given when students are absent.				
Student residency is verified.				
Strategies are implemented to increase parental involvement.				

Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.
    Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels
    Staff Responsible for Monitoring: All staff				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

   Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details		Reviews		
Strategy 1: At-risk students will be identified using available data.		**Formative**		**Summative**
Students will be provided opportunities to explore career options.		**Nov**	**Jan**	**Mar**	**June**
Procedures will be used to ensure accurate coding/tracking of withdrawals.					
The RtI process is utilized to provide early intervention for struggling students.					
Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.					
Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details		Reviews			
Strategy 1: A proactive plan identifies and helps troubled youth.		**Formative**			**Summative**
Students receive public acknowledgement for non-academic achievement.		**Nov**	**Jan**	**Mar**	**June**
Students participate in activities that foster positive teacher/student relationships.					
The student code of conduct is available online and copies are available to students and reviewed with students by teachers.					
Orientation is held.					
Civic responsibility and community service and community involvement are encouraged.					
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.					
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.					
Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.					
Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.					
The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.					
Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details		Reviews			
Strategy 1: Special program students are accurately identified and appropriately served.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.					
Special education services are provided to students as determined by the ARD committee.					
G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.					
A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)					
Campus personnel utilize appropriate interventions for students with special needs.					
The RtI team is in place and appropriately trained to serve students.					
Campus personnel will be trained in violence prevention and intervention.					
Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).					
Teachers receive training and support to differentiate instruction to meet the needs of all students.					
The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.					
Strategies will be implemented for recruiting highly effective teachers					
The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	